Subject Area: ELA
Grade Level: Intermediate (4-5)
Skill Focus: Vocabulary

Success Criteria
#1 - Vocabulary Acquisition ➔ Students will be able to define 10 new vocabulary words through exposure in varied contexts.
#2 - Word Analysis Skills ➔ Students will be able to break down 2 complex vocabulary words into their morphological components (roots, prefixes, and suffixes), understanding how these components contribute to the overall meaning of the words.
#3 - Application to Writing and Speaking ➔ Students will be able to incorporate the new vocabulary words into their oral language and written work, improving their communication skills.
#4 - Word Consciousness ➔ By actively participating in numerous word-study activities, and making connections to the new vocabulary words, students will develop a further interest in word-learning (The Meadows Center for Preventing Educational Risk, 2020).

Mentor Text

Excerpt take from "The City of Ember" by Jeanne DuPrau (2003)

<u>The Instructions</u>

When the city of Ember was just built and not yet inhabited, the chief builder and the assistant builder, both of them weary, sat down to speak of the future.

"They must not leave the city for at least two hundred years," said the chief builder. "Or perhaps two hundred and twenty."

"Is that long enough?" asked his assistant.

"It should be. We can't know for sure."

"And when the time comes," said the assistant, "how will they know what to do?"

"We'll provide them with instructions, of course," the chief builder replied.

"But who will keep the instructions? Who can we trust to keep them safe and secret all that time?"

"The mayor of the city will keep the instructions," said the chief builder. "We'll put them in a box with a timed lock, set to open on the proper date."

"And will we tell the mayor what's in the box?" the assistant asked.

"No, just that it's information they won't need and must not see until the box opens of its own accord."

"So the first mayor will pass the box to the next mayor, and that one to the next, and so on down through the years, all of them keeping it secret, all that time?"

"What else can we do?" asked the chief builder. "Nothing about this endeavor is certain. There may be no one left in the city by then or no safe place for them to come back to."

So the first mayor of Ember was given the box, told to guard it carefully, and solemnly sworn to secrecy. When she grew old, and her time as mayor was up, she explained about the box to her successor, who also kept the secret carefully, as did the next mayor.

Things went as planned for many years. But the seventh mayor of Ember was less honorable than the ones who'd come before him, and more desperate. He was ill—he had the coughing sickness that was common in the city then—and he thought the box might hold a secret that would save his life. He took it from its hiding place in the basement of the Gathering Hall and brought it home with him, where he attacked it with a hammer.

But his strength was failing by then. All he managed to do was dent the lid a little. And before he could return the box to its official hiding place or tell his successor about it, he died. The box ended up at the back of a closet, shoved behind some old bags and bundles. There it sat, unnoticed, year after year, until it's time arrived, and the lock quietly clicked open.

Tier 2 Type Words

Word	Justification
Inhabited (morphologically complex)	When students learn the morphemes of this word (prefix = in [in, into], root word = habit [to live, dwell], suffix = ed [indicating the past tense]), they will be able to decode words with similar structures, particularly those that start with "in," and end with "ed." Knowing the definition of this word will help students to understand that *The City of Ember* was new, with no one living in it yet.
Chief	This word carries a similar meaning to the word "leader," which students will likely already know. It is important for understanding the dynamics of the conversation happening between the "chief builder" and the "assistant builder" in the text.
Weary	This word adds a character trait to students' vocabulary. It will help students to understand the state of the "builders" in the text.
Accord	This word is complex as it has multiple definitions. The story refers to a "box open[ing] of its own accord," meaning voluntarily opening - this in itself is abstract and a form of personification. Learning this word will reinforce to students that the box is set with a timed lock, and is capable of opening itself. This is also characteristic of a futuristic world, which is when the text takes place.

Endeavour	This word adds a new way of expressing something effortful to students' vocabulary. Learning it will help communicate the risk around creating *The City of Ember*.
Solemnly	This word adds a new adverb to students' vocabulary. Students may have heard the phrase "I solemnly swear" before, but may not know what "solemnly" actually means. Learning it will help students to understand the seriousness around the secret that the mayors of *Ember* have to keep about the timed box.
Successor (morphologically complex)	When students learn the morphemes of this word (prefix = suc [under, after], root word = cess [to go, to yield], suffix = or [indicating a person who performs a particular action]), they will be able to decode words with similar structures, particularly those that end with "or." Knowing the definition of this word will help students to understand how the box was passed down from mayor to mayor in *The City of Ember*.
Honorable	This word adds a character trait to students' vocabulary. It will help students to better understand the seventh mayor of *Ember*.
Desperate	This word adds a character trait to students' vocabulary. It will help students to better understand the seventh mayor of *Ember*.
Ill	This word adds an academic synonym for "sick" to students' vocabulary. It will help students to understand what caused a major problem in the plot of the story.

Word Introductions

Word	Introduction
Word	**Introduction**
Inhabited	"We know from our science unit on life cycles that animals live in habitats. The word 'inhabited' also has 'habit' in it. Something that is 'inhabited' means that there is life present. So we could say that a house is inhabited by humans, a hive is inhabited by bees, or that the planet Mars is not yet inhabited."

Chief	"Do you know someone who is in charge of something? The principal is in charge of our school. 'Chief' is a word used to describe someone who is in charge of something important. So if you hear someone say "the chief of police," they are talking about someone who is in charge of other police officers."
Weary	"Raise your hand if you're tired right now. 'Weary' is another word we can use to express being tired, or better yet exhausted. If you just raised your hand, you could say that you feel weary."
Accord	"Can you think of a time when you did something without someone telling you to do it? Maybe you did a chore or finished your homework without your caregivers reminding you. In these scenarios, you would have been doing the chore or your homework by your own 'accord,' or without anyone else influencing you."
Endeavour	"Have you ever set a goal for yourself? Like passing a certain swimming level, or belt in karate? Something that requires a lot of time and effort can be referred to as an 'endeavor.' Getting a blackbelt in karate is a big endeavor."
Solemnly	"The text talks about the mayors of *The City of Ember* having to keep a secret. Secrets can be a way of hiding serious information. The word 'solemnly' describes doing something with seriousness. So if someone 'solemnly swears' to keep a secret, they are promising that they will not tell anyone because of how important it is. Other tasks that require seriousness might be taking a test. I could say 'the students solemnly wrote down their answers.'
Successor	"If the boss of a company retires, the person that takes their job could be referred to as their 'successor,' meaning someone who came after the boss and took the boss' place. In fact, we can use the word 'successor' to describe anything that comes after anything else. For example, in number order, 2 is the successor (comes after) 1."
Honorable	"Let's review what the word 'honor' means. We honor heroes and people who have made large contributions to our lives or the lives of others. Someone who is 'honorable' has positive qualities or talents that deserve to be honored."
Desperate	"Think about something that you wanted really badly, like a new toy or a pet. You may have had trouble being patient, and as a result may have been willing to do anything to get that toy or bet. This is called being 'desperate.'"

Ill	"Think about the time you last got sick with a cold or the flu. Instead of saying that you were sick, you could say that your were 'ill.'"

Reinforcement Activities

Day	Activity	Success Criteria
1: Initial learning	➔ Word Mapping (*Frayer Model*) and Word Wall ◆ Divide students into 10 small groups and assign each group one of the vocabulary words (1 word/group). Have students work together in their groups to fill-out a *Frayer Model* poster for their assigned word (must come-up with a definition, characteristics, examples, and non-examples). Then, have each group share their findings with the class. Hang the posters on the wall or an accessible space for students to access and refer back to. (Bergman, 2024)	#1 - vocabulary acquisition #3 - application to writing and speaking #4 - word consciousness
2: Reinforcement	➔ Crossword ◆ Use the student-generated definitions from the word mapping activity to create a crossword puzzle out of the 10 vocabulary words (use an online generator). Students will need to associate each definition with the correct word. ➔ Morphological Breakdown ◆ Lead students in a mini-lesson about the morphemes of the words "inhabited" and "successor." On the whiteboard, guide students in breaking down each word into its morphemes, while defining each one; inhabited: prefix = in (in, into), root word = habit (to live, dwell), suffix = ed (indicating the past tense), successor: prefix = suc (under, after),	#1 - vocabulary acquisition #2 - word analysis skills #3 - application to writing and speaking #4 - word consciousness

	root word = cess (to go, to yield), suffix = or (indicating a person who performs a particular action). Then have students come-up with words that contain the same morphemes, like "independent (in)," "looked (ed)," or "mentor (or)."	

3: Application	➔ Sentence Task Cards
	   ◆ Post each of the 10 vocabulary words around the classroom. Give students a separate worksheet with 10 spaces. Have students move around the room, recording each word in a sentence in the designated space on their worksheet.
	➔ Fill–in-the-Blanks
	   ◆ As a large group, present a student-generated sentence from the previous activity by verbalizing it or writing it down on the whiteboard. But, take out the vocabulary word and leave a blank. Allow students to discuss with their peers about what vocabulary word would be best suited in each sentence. Once they guess correctly, move on to a new sentence.
		#1 - vocabulary acquisition
		#3 - application to writing and speaking
		#4 - word consciousness

4: Application	➔ Summarize the Text
	   ◆ In a paragraph of 8 sentences or less, have students summarize the text from *The City of Ember* using 5 or more of the vocabulary words. Have them underline or highlight the vocabulary words that they choose.
	➔ Write a Story
	   ◆ Have students write a short story using 5 or more of the vocabulary words. Have them underline or highlight the vocabulary words that they choose.
		#1 - vocabulary acquisition
		#3 - application to writing and speaking
		#4 - word consciousness

Success Criteria Evaluation

Success Criteria	Evaluation
#1 - Vocabulary Acquisition Students will be able to define 10 new vocabulary words through exposure in varied contexts.	➔ By listening to the teacher's definition of each word, and completing the word mapping and crossword activities, students had numerous opportunities to gain an understanding of the meaning of each vocabulary word.
#2 - Word Analysis Skills Students will be able to break down 2 complex vocabulary words into their morphological components (roots, prefixes, and suffixes), understanding how these components contribute to the overall meaning of the words.	➔ The "morphological breakdown" activity provided students with the chance to closely examine the morphemes of the words "inhabited," and "successor," and how they contributed to their meaning. Students also applied their learning by brainstorming words that contained the same morphemes.
#3 - Application to Writing and Speaking Students will be able to incorporate the new	➔ Students incorporated the new vocabulary words into their oral language by engaging in the word wall, task card, and "fill-in-the-blank" activities. ➔ Students incorporated the new vocabulary words into their written work by engaging in the summarizing and story writing activities.

vocabulary words into their oral language and written work, improving their communication skills.	
#4 - Word Consciousness By actively participating in numerous word-study activities, and making connections to the new vocabulary words, students will develop a further interest in word-learning (The Meadows Center for Preventing Educational Risk, 2020).	➔ Students participated in 7 different activities, some of them hands-on or multi-sensory, to learn 10 new vocabulary words. The activities were engaging and student-centered (building on work they completed like coming-up with definitions and sentences). They will have hopefully integrated these words into their schema of vocabulary, and will seek out learning new words in the future.

References

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